

MEMORANDUM OF AGREEMENT

North Clackamas School District #12 will be transitioning middle schools from a six period day to a five by five block schedule beginning with the 2016-17 school year. To ease the transition to the five by five block, the North Clackamas Education Association and the North Clackamas School District #12 agree as follows for the 2016-17 and 2017-18 school years:

1. Paid time during the summer of 2016 to prepare for the transition.
 - a. Each current middle school teaching staff member or classroom specialist will be allowed up to 16 hours at curriculum rate (8 hours for one prep, 12 hours for two preps, 16 hours for three or more) to prepare for curriculum planning, lesson development and for transition to the 5 by 5 block schedule. Teachers will provide evidence of work completed with the timecard.
 - b. The District will offer workshops at multiple points during the summer break period (June, early August, immediately prior to in-service week) to provide instructional support in the move to the block schedule. Only current 2015-16 middle school teaching staff members or classroom specialists may volunteer to attend the workshops. If a staff member attends, she/he will be compensated at the curriculum rate.
 - c. Staff members may elect to volunteer for District provided workshops in addition to being compensated for up to 16 hours of curriculum planning, lesson development, etc.
2. Two-year protection of FTE for certain staff.
 - a. Middle school members who teach Social Studies, PE/Health, and electives: Band, Orchestra, Choir, Drama, Spanish, Industrial Arts, Art, FACS, and are permanent contract holders, will not have the District involuntarily reduce their FTE for the 2016-17 and 2017-18 contract years as a result of schedule change.
3. Establishment of guidelines for building administrators in scheduling FTE allocated to their unit.
 - a. The District will make every reasonable effort to create middle school class sizes and overall student loads as detailed in the chart below. To guide resource allocation at each middle school building, building administrators will adhere to three guiding principles.
 - i. Principle 1— Meet student needs by offering courses they need to be successful.
 - ii. Principle 2— The target range for content-area class size will be based on consideration of middle school class size averages for 2015-16 school year and the 2015-16 school year averages of high school content area counterparts
 - iii. Principle 3—Target range for overall student load will be based on consideration of middle school student loads for the 2015-16 school year and the 2015-16 school year averages of high school content area counterparts.
 - b. In the event that a teacher's class sizes and student load exceed the target range guidelines, with the exception that music programs need only exceed the student load, additional resources and supports will be made available to them. Student count will be taken from a Synergy report on October 1 for quarter one, and one month prior to grade reporting for quarters two, three, and four. If, at any of the times measured, a teacher's class sizes and student load exceed the target range guidelines, the teacher may choose one of the following two options:
 - i. For each quarter during which both ranges are exceeded, or for music programs, the student load range, the teacher will receive 8 additional hours compensated at the curriculum rate for assessment of student work; or

- ii. For each quarter during which both ranges are exceeded, or for music programs, the student load range, the teacher will receive up to 8 hours of qualified assistance in assessment of student work.

MS Content-Area	Target range for class size per term	Target range for student load per term
Language Arts ^{1, 3}	27-34	104-136
Math ³	29-32	116-128
Science ³	29-32	116-128
Social Studies ^{2,3}	27-29	216-231
Health	32-34	257-270
PE	35-40	257-270
Music Programs ²	Not applicable because of variations between music program offerings.	223-258
Electives	28-30	222-236

1—Based on the range of 2015-16 class size averages ACMS, RCMS, CHS, MHS, and RPHS, dropping two outliers (HVMS-33.8 and Rowe-25.0).

2—Low-end of range based on calculating current MS average load by 1.375 reflecting the change from teaching 5 of 6 to teaching 8 of 10. High-end of range calculated by multiplying the current average high school overall load by 1.25 to reflect the additional periods in a 5x5 block versus a 4x4 block.

3- It is understood that schools with a higher poverty level and special education identification will have classes at the lower end of the target range, while schools with low rates of poverty and special education identification will have class sizes at the higher end of the target range.

4. Limit number of preps

- a. For members who teach math, science, social studies, language arts, no more than two preps each day and no more than 3 over two day block schedule.
 - b. While the limits outlined in (a) do not apply, every reasonable effort will be made to minimize the number of preps for elective, PE, specialists and health teachers.
5. If a reduction in department FTE impacts a member currently assigned to a middle school, the District will apply the following procedure for placing the impacted member.
- a. The District will first solicit volunteers from the overstaffed department who may wish to transfer into a vacant position within the building. To be eligible for transfer, the member must be licensed and qualified, or able to become licensed/qualified by the time the unit member is to begin performing the duties of the new assignment. If more than one member who volunteers is licensed/qualified for an opening, the more senior member will be transferred.
 - b. If, after the voluntary transfers are completed, additional members need to be placed such placement will follow the guidelines below.
 - i. Transfer the member into a vacant assignment within the current building(s). Priority regarding selection and placement into another assignment will be based on seniority as defined in Article 9 of the CBA, as long as the senior member is licensed and qualified as defined in Article 9 of the CBA, or can become licensed/qualified to teach, by the time the unit member is to begin performing the duties of the new assignment.
 - ii. If a member is not licensed and qualified for an open position within the building(s), transfer the member into a vacant assignment within the district. Priority regarding selection and placement into an assignment will be based on seniority as defined in Article 9 of the CBA, as long as the senior member is licensed and qualified as defined in

Article 9 of the CBA, or can become licensed/qualified to teach, by the time the unit member is to begin performing the duties of the new assignment

- c. If a member is not able to be placed in accordance with the above provisions, the District will follow Article 9- Reduction in Force.
6. Targeted use of instructional coaches' time for 2016-17 and 2017-18
- a. Every reasonable effort will be made to provide instructional coaching for up to two days per week at each of the middle school buildings.
 - b. This will be re-evaluated by June 30, 2017 to determine need for the 2017-18 school year, not to exceed 2016-17 levels.

North Clackamas School District 12

Date

North Clackamas Education Association

Date